



2017-2018
Title I, Part A
Consolidated Monitoring Form
(Schoolwide Program)

District:	School:	Principal:
Title I, Part A Coordinator:	Date(s) of Monitoring Visit:	KDE Program Monitor(s):

The following checklist is used in the evaluation of a school's Title I, Part A activities and procedures. Program compliance and/or effectiveness is determined based on responses and supporting evidence for each of the monitoring questions.

The tool itself is organized into sections that directly align with the Title I, Part A sections of the *Every Student Succeeds Act*. Each section contains several monitoring questions that will be evaluated individually. The list found beside *Suggested Documentation* (within each monitoring question) contains examples of documentation that may be submitted for review. Please note that in some cases, all items may not be required. Additionally, only documentation for the current school year must be submitted unless the program monitor(s) request(s) prior year information or it is applicable to the question.

During monitoring, the program monitor(s) will select *yes* on the checklist when the school is in compliance with that question or when the school is effectively implementing that indicator. A selection of *no* on the checklist indicates that the school needs technical assistance to be in compliance with that question or more intentional work/planning must occur to effectively implement that indicator. Findings and/or recommendations will be stated on the final monitoring report submitted to the district. *Best Practices* (found at the end of each section on the checklist) are examples of practices or procedures that the Kentucky Department of Education (KDE) staff have observed in other districts and schools that may enhance program effectiveness.

Should you need clarification on a question or in understanding more about the monitoring tool, feel free to contact a Title I, Part A consultant at (502) 564-3791.

I. Needs Assessment [ESSA Sections 1112 & 1114]

	YES	NO	N/A
<p>1. Does the school use its Needs Assessment results to prioritize its federal, state, and local resources?</p> <p>Sample Documentation: School plan executive summary, Needs Assessment results</p> <p>Notes:</p>			
<p>2. Based on the analysis of data, does the school identify evidence-based research strategies to address priority needs of the current students?</p> <p>Sample Documentation: Needs Assessment, Title I Annual Review, coordinator can articulate the process</p> <p>Notes:</p>			
<p>3. Do all instructional staff participate in the analysis of data to improve student academic achievement?</p> <p>Sample Documentation: Needs Assessment, Title I Annual Review</p> <p>Notes:</p>			
<p>4. If the GMAP consolidated application listed counselors, nurses, media specialist or <i>other</i> staff for the school, is there documentation indicating this need in order to improve student academic achievement?</p> <p>Sample Documentation: Needs Assessment, GMAP application, CSIP</p> <p>Notes:</p>			

Best Practices

- Assessment results drive the needs assessment and/or Comprehensive School Improvement Plan (CSIP).
- Documentation of evidence-based strategies can be found in the Title I Annual Review and/or CSIP.
- School and district staff collaboratively determine how research-based strategies are affecting student performance.
- The need for other personnel are articulated in GMAP and supported by the Needs Assessment and/or CSIP.

II. School Program Design and Effectiveness [ESSA 1112 & 1114]

	YES	NO	N/A
<p>1. Is there evidence that the schoolwide program design reflects the finding(s) identified in the school's Needs Assessment? How does this year's Needs Assessment differ from last year's?</p> <p>Suggested Documentation: School Improvement Plan (CSIP), coordinator can articulate the process, meeting minutes/notes</p> <p>Notes:</p>			
<p>2. Are assessments such as pre-tests and summative and formative assessments effectively used to diagnose what a student already knows, what teachers are teaching, and does the school provide assessment results to shareholders (other teachers, parents, students, etc.)?</p> <p>Suggested Documentation: Assessment examples (i.e. pretests, summative, formative, etc....) used to improve achievement of individual students, SBDM council meeting minutes (overall achievement was discussed, not individual scores), notifications sent to parents, student-teacher conferences, MAP/STAR/other universal screener testing schedules, data charts/graphs</p> <p>Notes:</p>			
<p>3. Does the school staff effectively serve <i>all</i> students--especially students most at-risk of failing to meet state academic performance standards with evidence-based strategies including needs-based programs and/or an effective system of interventions?</p> <p>Suggested Documentation: Interviews with staff, school plan, coordination of programs to serve students, walkthroughs, lesson plans, teacher interviews</p> <p>Notes:</p>			

	YES	NO	N/A
<p>4. Does Title I purchased computers/software/books/supplies address the needs of the school and work to improve the instructional program of the school? Has the school appropriately tagged/identified Title I purchases?</p> <p>Suggested Documentation: Observations, interviews, Needs Assessment summary, lesson plans, inventory lists, documentation of proper labeling</p> <p>Notes:</p>			
<p>5. Are there processes the district Title I, Part A Coordinator uses to verify that the activities or strategies in the school improvement plan are being implemented effectively?</p> <p>Suggested Documentation: Observations compared to plans, walkthrough notes, meeting notes, emails, CSIP, Title I Annual Review</p> <p>Notes:</p>			
<p>6. Does the school annually review the implementation of and the results achieved by the schoolwide program? Does the school use these findings to revise its schoolwide plan?</p> <p>Suggested Documentation: Copy of Title I Annual Review, recommendations, survey results</p> <p>Notes:</p>			
<p>7. Has the district consolidated funds at the school level, and if so has it been properly documented in the CSIP?</p> <p>Suggested Documentation: CSIP</p> <p>Notes:</p>			

	YES	NO	N/A
<p>8. If the district has not consolidated funds at the school level, do all partially Title I, Part A funded teachers and staff complete a Personal Activity Report (PAR) monthly?</p> <p>Suggested Documentation: PAR reports, evidence of school consolidation of funds in CSIP</p> <p>Notes:</p>			
<p>9. Do all staff paid for fully with Title I, Part A funds, and/or fully-funded with federal funds if the school consolidates funding, complete the semi-annual certification?</p> <p>Suggested Documentation: Signed semi-annual certifications, evidence of school consolidation of funds in CSIP</p> <p>Notes:</p>			
<p>10. Are paraeducators with instructional duties under the direct supervision of a qualified classroom teacher?</p> <p>Suggested Documentation: Schedule of work day, classroom observations, sample lesson plans</p> <p>Notes:</p>			
<p>11. Is there a schedule of duties for instructional paraeducators demonstrating that the non-instructional duties are on a <i>limited basis</i> and comparable to the non-instructional duties of certified instructional staff?</p> <p>Suggested Documentation: Paraeducator's schedule of non-instructional duties</p> <p>Notes:</p>			

	YES	NO	N/A
<p>12. Do instructional staff members (certified and classified) receive professional development designed to help implement the school improvement plan?</p> <p>Suggested Documentation: Observations, interviews, sign-in sheets, agendas, invitations to PD</p> <p>Notes:</p>			
<p>13. Are the strategies learned from professional development monitored for effective and correct implementation?</p> <p>Suggested Documentation: Observations, interviews, walkthrough notes, data</p> <p>Notes:</p>			
<p>14. Does the schoolwide program include plans to assist with transitions (i.e., early childhood programs and primary programs, middle grades to high school, high school to college and/or career)?</p> <p>Suggested Documentation: Interviews, lesson plans, observations</p> <p>Notes:</p>			
<p>15. What does the school do to attract and retain qualified teachers?</p> <p>Suggested Documentation: onboarding policy, mentorships, interviews</p> <p>Notes:</p>			

	YES	NO	N/A
<p>16. Is there documentation that the school has effectively addressed the schoolwide core components?</p> <p>Suggested Documentation: Title I Annual Report</p> <p>Notes:</p>			
<p>17. How often does the school meet with the district coordinator to discuss data, school needs, etc.?</p> <p>Suggested Documentation: Meeting notes, emails, etc.</p> <p>Notes:</p>			
<p>18. Are Homeless Education posters in place at each school and at the district office (in both English and Spanish versions [where applicable])? Are posters located in a convenient place where parents can see them?</p> <p>Suggested Documentation: Homeless Education posters</p> <p>Notes:</p>			
<p>19. Does the school receive any other funding besides state and local funds and Title I, Part A? Does the district's Title I, Part A Coordinator provide guidance on how Title I funds should be spent?</p> <p>Suggested Documentation: Principal or designee can articulate other funding sources, meeting minutes, emails, presentations to school staff, council, etc...</p> <p>Notes:</p>			

	YES	NO	N/A
<p>20. Does the school have a widely-available, clear, and easily accessible website that includes but is not limited to the following information for each grade:</p> <ul style="list-style-type: none"> • Subject matter assessed • Purpose for which the assessment is designed and used • Source of the requirement for the assessment • Where such information is available: Amount of time students will spend taking the assessment and the schedule for the assessment and the time and format for disseminating the results <p><i>Note: If the district does not have a website, is the information made widely-available (such as through letters, information distributed to media, or through public agencies)? [See ESSA 1112(e)(2)(a-c)]</i></p> <p>Suggested Documentation: Observation of website with testing schedule, copies of letters or information distributed to the media if applicable</p> <p>Notes:</p>			

Best Practices

- School staff knows the school's needs and how the Title I, Part A allocation is used to help meet those needs. These descriptions are consistent with those heard at the district level.
- State assessment scores show growth in achievement. The school scores are not stagnant.
- Funds are allocated based on needs, while maintaining rank order, and needs are factored into budgeting calculations. Discussions are consistent with explanations given by district level staff.
- School improvement plans are reviewed continually throughout the year. New needs are identified.
- Funds are used to provide strategies beyond class size reduction.
- Transition activities are provided beyond early childhood (i.e., primary to grade 4, elementary to middle school and middle school to high school).
- School staff can describe the schoolwide plan and how those strategies are geared toward meeting needs across the entire school population.
- School staff verifies that the district Title I, Part A Coordinator regularly monitors the school to ensure it is meeting requirements and is making progress in meeting academic goals.
- The results of the schoolwide program are continually reviewed throughout the year.

III. Parent and Family Engagement [ESSA 1116]

	YES	NO	N/A
<p>1. Is there documentation of the annual parent meeting, which is to be held at a convenient time for the public, as required by ESSA 1116(c)(1)?</p> <p>Suggested Documentation: Meeting minutes, sign-in sheets, copies of materials shown or distributed to parents (i.e., PowerPoint presentations, handouts, etc.)</p> <p>Notes:</p>			
<p>2. Is there documentation that student progress is regularly shared with parents as required by ESSA 1116(d)(2)(B)?</p> <p>Suggested Documentation: Sign-in sheets, call/conference log</p> <p>Notes:</p>			
<p>3. Do parent conferences occur at least once a year as required by ESSA 1116(d)(2)(A)? <i>(Required for elementary schools only.)</i></p> <p>Suggested Documentation: Sign-in sheets, conference log</p> <p>Notes:</p>			

	YES	NO	N/A
<p>4. Were parents and family members effectively involved in program planning, design and implementation, and expenditure of Title I parent and family engagement funds as required by ESSA 1116(a)(3)(C)?</p> <p>Suggested Documentation: Minutes and dates of meetings, sign-in sheets, suggestions on how funds should be spent</p> <p>Notes:</p>			
<p>5. Was the school <i>Parent and Family Engagement</i> policy developed in consultation with, annually reviewed by, and made available to parents as required by ESSA 1116(b)?</p> <p>Suggested Documentation: Minutes and dates of meetings (outside of SBDM meeting), sign-in sheets, copy of previous school policy with evidence of revision; interviews with school staff and parents</p> <p>Notes:</p>			
<p>6. Was the school-family compact developed in consultation with, annually reviewed by, and made available to parents as required by ESSA 1116(d)?</p> <p>Suggested Documentation: Minutes and dates of meetings, sign-in sheets, copy of previous compact with evidence of revision; interviews with school staff and parents</p> <p>Notes:</p>			
<p>7. Is there evidence to substantiate the effective implementation of the <i>Parent and Family Engagement</i> policy and compact?</p> <p>Suggested Documentation: Meeting dates, minutes, and sign-in sheets; signed copies of compact as required by KDE</p> <p>Notes:</p>			

	YES	NO	N/A
<p>8. Did parents participate in the annual evaluation of the school's <i>Parent and Family Engagement</i> policy and compact?</p> <p>Suggested Documentation: Evaluation summary, documentation of identified barriers, and recommendations for changes to policies, meeting minutes, sign-in sheets (signatures include names of parents beyond SBDM parents)</p> <p>Notes:</p>			
<p>9. Are evaluation findings effectively used to revise school-level policy so that it promotes the improvement of student academic achievement, the social and emotional welfare of students, and the school's teaching and learning environment?</p> <p>Suggested Documentation: Evaluation summary, documentation of identified barriers, and recommendations for changes to policies</p> <p>Notes:</p>			
<p>10. Is there ongoing communication with parents in their native language(s)? What is the process for communicating with parents who are not proficient in English?</p> <p>Suggested Documentation: Letters, log of phone calls and/or conferences, documentation of translation services, and sample materials provided in languages other than English</p> <p>Notes:</p>			
<p>11. Do parents receive notification of their right to request teacher qualifications?</p> <p>Suggested Documentation: Copy of parent's right to know letter</p> <p>Notes:</p>			

	YES	NO	N/A
<p>12. Does the school properly notify parents of EL students outlining their child's identification as an EL student and placement in a LIEP as outlined in ESSA 1112(e)(3)(A)?</p> <p>Suggested Documentation:</p> <p>Notes:</p>			

Best Practices

- School staff can describe the school's parent and family engagement policy.
- School staff can describe the parent and family engagement activities being implemented at the school. Answers are consistent with the description articulated at the district level.
- School staff can describe how a concerted effort is being made to build school/parent relationships.
- Parent and family engagement goes beyond the school council representatives.
- The school is *thinking outside of the box* in order to get more parents to participate as active partners. For example, the school may be recruiting parent participation through their regular volunteer parents or may be partnering with community agencies to increase participation.
- Please note that *One Call*, marquees, TV monitors, newsletters, Infinite Campus Parent Portal, and other one-way communications **do not** represent effective parent and family engagement practices alone. These tools may be used to open the door to effective communication but should be used in conjunction with other methods. Parents should have genuine opportunities to help plan, implement, and participate in activities in a format that promotes two-way communication.
- Parent survey questions are focused on allowing parents to give feedback on the effectiveness of parent and family engagement activities.
- Parents are actively involved in school planning. See ESSA 1116(a)(2).